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ABSTRACT

This manual outlines the procedures for recruiting, preparing, scheduling, presenting, and evaluating a workshop for tutors participating in a program to help nonreaders develop job search skills. The following topics are discussed: an overview of the program; recruitment of tutors; recruitment of students; preparation for the workshop (space and materials); the workshop schedule; the workshop presenter; the presentation topics (Am I ready to look for a job? What kind of job do I want? What do I want and need in a job? Where are the jobs? How do I fill out a job application? What is a resume? What do I say on the phone? What do I do at an interview? How do I keep on looking? Now that I've got it, how do I keep it? and conclusion); and followup and support. Appendixes include a job search interest survey, a program description, publicity materials describing the project, a project newsletter, job search interest survey results, an expense worksheet, and a list of agencies providing job search assistance in Pennsylvania. (MN)

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JOB SEARCH FOR NON-READERS

TRAINING PROCEDURES

SPECIAL DEMONSTRATION 310 PROJECT

#98 - 5011

CIU 10 DEVELOPMENT CENTER FOR ADULTS

Centre County Vocational-Technical School

Pleasant Gap, Pennsylvania 16823

MARY CATHERINE SPENCE, PROJECT DIRECTOR

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JOB SEARCH TUTOR MANUAL (FRONT POCKET INSERT)

JOB SEARCH STUDENT MANAUL (BACK POCKET INSERT)

A. INTRODUCTION

The purpose of Project Job Search: for Non Readers is to provide materials and training for tutors to work with non-readers who are seeking employment.

This training manual is divided into three sections:

(1) Training Procedures. This outlines procedures for recruiting, preparing, scheduling presenting and evaluating a workshop for tutors.

(2) Job Search Workbook - Tutor Manual. This is a book that will be used for reference by the workshop presenter and by the tutor working with a student.

(3) Job Search Workbook - Student Book. This is a book that will be used by tutor and student working together.

B. RECRUITMENT OF TUTORS

This project was developed to be used with tutors who were already trained to work with 0-5 level Literacy Council students in the area of reading. Thus recruitment began by publicizing the availability of the materials and the training through the Mid-State Literacy Council Newsletter. Tutors and students were surveyed as to their interest in the training. They were also asked to help identify priorities for training (See Appendix 1). Several tutors were recruited as a result of this survey.

Literacy Council trainers and supervisors who keep in touch with tutors and students concerning their reading program also mentioned the availability of the program in their regular communication.

Tutors who were known to be working with students seeking employment were contacted individually.

A newspaper article announced the purpose and availability of training (See

Appendices 2, 3 and 4).

Other agencies that work with unemployed non-readers were contacted.

A final announcement was made in the Literacy Council Newsletter (Appendix 5).

C. RECRUITMENT OF STUDENTS

Student recruitment was accomplished in connection with tutor recruitment. Many tutors already had students that they intended to work with. Other students were identified by the Literacy Council supervisors as they were interviewed for literacy instruction. Referrals also came from other agencies that deal with employment issues. These included the Private Industry Council of Centre County (The Job Training Partnership Act), and the REACH Program (a Displaced Homemaker Program).

Any new student applying for reading instruction through the Mid-State Literacy Council is made aware that job search materials and assistance are available if needed.

D. PREPARATION FOR WORKSHOP

1. Space

It was necessary to identify a location for the workshop that was both accessible and convenient. Space requirements included the following: tables with writing space for participants, extra tables for display of materials (See list of materials pages 44-48 of Job Search Workbook), display space (chalk board/bulletin board) for posters and additional information, extra room or tables for refreshments for breaks and/or lunch.

2. Materials

The following materials should be available for the workshop.

1. One copy of Job Search Workbook - Student Book and one copy of Job

Search Workbook - Tutor Manual for each participant.

2. Display posters: a. JOB SEARCH INTEREST SURVEY RESULTS (Appendix 6 - for the workshop this information was transferred to a large poster.); b. TELEPHONE SCRIPT FOR CONTACTING EMPLOYERS (The script from page 49 of the Tutor Manual was transferred to a large poster.)

3. If possible have two (2) phones and several local phone books available.

4. Additional materials available to tutors who want or need more than Job Search Workbooks provide (if available).

The CIU 10 Development Center for Adults and the Mid-State Literacy Council maintain a lending library for student/tutor teams. If a student is in need of more material on a particular topic it is often available in the library. A listing of materials related to job search is on pages 44-48 of the Job Search Workbook. It is suggested that some of the materials be purchased for availability to tutor/student teams if possible.

E. WORKSHOP SCHEDULE

A 9:00 to 3:30 schedule was determined to be the best for attendance and participation. Saturday was chosen because many interested tutors held full time jobs during the week.

Scheduling one long day made it necessary to consider breaks for refreshments and lunch. These were provided free of charge for workshop participants. If money is not available for participant's lunches some arrangements need to be made for availability and convenient purchase of food. It may be possible to have volunteers provide some refreshments and/or food.

The workshop schedule can be found as the first page of the Job Search

F. WORKSHOP PRESENTER

The presenter should be completely familiar with these Job Search materials. A background of employment counseling would be desirable, but not absolutely necessary. A familiarity with problems of adult non-readers is essential.

Three presenters divided responsibility for the workshop.

1. The project director, a reading specialist and adult educator who researched and developed Job Search materials.
2. A Literacy Council director, someone familiar with literacy clients who also has an employment counseling background.
3. An employment counselor who conducts job search workshops for displaced homemakers and other programs that deal with low income, unemployed clients.

G. THE PRESENTATION TOPICS

The topics follow the same outline as the Job Search Workbook (see page 4 of the student book). Information on each topic is to be discussed, explained and expanded where necessary.

The following workshop outline highlights material that should be emphasized in each session.

WORKSHOP

Introduction

1. Introduce the presenters and the purpose of the workshop.
2. Fill in data forms and collect all necessary information from participants. (See page 3 in Tutor Manual.)

3. Explain the schedule of the day. Give information on breaks, lunch, rest rooms, smoking, etc.

4. Have participants introduce themselves, their purpose in attending and their student's needs (if known).

5. Distribute **Job Search Workbooks** (Student Book and Tutor Manual).

6. Explain the development Job Search and talk about the survey that helped determine priorities. Look at Interest Survey Results (on poster or board). Talk about each category and possible reasons for differences in tutor and student perspectives.

7. Go over outline of topics in student book.

8. Explain organization of 9 sessions including the 3 part set up of each session (see Tutor Manual, page 2).

9. Go over general guidelines (manual page 3).

10. Discuss and explain student contract.

Session 1: Am I ready to Look for a Job?

a. Talk about Current Job Leads. Emphasize DO IT NOW and USE THE PHONE.

b. Talk about the new objective for this lesson. SPEAKING, LISTENING, and LOOKING GOOD. Looking good includes appearance, attitude toward the job and the way you treat others. Your student may not need this. If not, compliment the student on this, but complete the section anyway to emphasize its importance. This can provide an opportunity to bring up tough issues and lead to discussions of students needs where you think it is necessary.

The LOOKING GOOD chart is repeated in every chapter. Other people think it is an important issue so it is necessary for

your student to take it seriously. Students need to look at their behavior and appearance from an employers point of view.

c. Talk about activities and the need to have students take action to get job leads. Talk informally about phone calling but be aware that it will be covered in detail in later sessions.

Session 2: What Kind of Job Can I Do?

Skill identification is essential. It can open up employment possibilities the student has not thought about.

The trainer may wish to take tutors through a skill identification exercise in order to increase their awareness of the process. The Self Directed Search included in the booklet can serve this purpose. The trainer should be thoroughly familiar with the instrument and its interpretation in order to use it in its entirety. An employment counselor can be part of the training team or can be used as a consultant to complete this activity.

Session 3: What Do I Want and Need In A Job?

Stress the need for tutor and student to look realistically at job needs. Stress choices student is making with each personal requirement put on job needs. This is also a good time to talk about personal finances and the cost of working. An expense work sheet (See Appendix 7) is included. It illustrates income for a minimum wage job. Make sure tutor is aware of need to compare what could be earned, with benefits that may be lost if the student has an income. (Unemployment, Food Stamps, WIC, Social Security, SSI, Medicare, Medicaid, V.A.)

It may be useful at this point to have tutors engage in an exercise to identify their own wants and needs in a job. An employment counselor

familiar with the Interest Check List and/or The Quick Job Hunting Map may want to lead this exercise. These instruments are included in the Job Search Workbook - Tutor Manual. Time required to complete these exercises may determine how much of this is done. Some can be given as an assignment to be completed and talked about in follow-up meetings.

Session 4: Where Are the Jobs?

The survey showed that students consider this the most important issue in the job search. Stress the difference between visible jobs (help wanted ads, employment office) and hidden jobs (other sections of newspaper, friends, phone book, lists of company names). Ask tutors to try exercises in student book and identify jobs for themselves. Talk about the phone/conversation script in this session and the need to role play it. Notice that the assignments involve calling friends and a few companies but the emphasis is not yet on direct calling of prospective employers. This is because Session 6, What Do I Say on the Phone?, will give a detailed phone script to be used in contacting employers.

At this point the tutor should see that the student is registered at the Job Service Office.

Session 5: How Do I Fill Out a Job Application? What Is a Resume?

Hand out blank applications to tutors. Have them fill them in as if they were looking for a job. Discuss issues and problems students may have in filling out the information.

Go over several resume forms (included in tutor book). Discuss ways of deciding which one is best for your student.

Hand out 3 x 5 cards. Have tutors make a skills card for themselves. Talk about defining skills and ways to make cards unique and

attention getting.

Stress that the objective is to get the information together for the student. It is not to teach application or copying skills. You may wish to decide what skills the student needs and arrange to work on them at a different time and with different materials.

Session 6: What Do I Say On the Phone?

If possible have telephones available in the room. Ask two participants to role play a phone call asking about a job. Discuss the results. Then display a poster of the phone script (or write the script on a chalkboard for all to see. It appears on page 49 of the Student Book.) Discuss the unique aspects of this phone script. Stress the necessity of using NAMES - yours and employers. Emphasize the need for the student to practice and role play this script. Since the student does not read well she/he will need to know the script well to use it. After this lesson the student is ready to start contacting employers directly.

Session 7: What Do I Do At An Interview?

Stress that everything else in the job search has been leading up to the interview. Role playing is essential for experience in handling responses to the questions. Participants may wish to role play among themselves as practice for role play with students. Discuss good and bad answers to a lot of the questions and the lists in the tutor manual. Using a tape recorder (or video tape if available) for role play will be beneficial in letting students know how they look and sound at an interview. After this session the student is ready to start a full time job seeking effort. Start using phone and interview skills as much as possible.

Session 8: How Do I Keep On Looking?

This session was designed to be expanded into as many sessions as are necessary in order to get a job. Encourage your student to keep developing job leads. This will provide an opportunity to look back at other sessions and practice skills. Use the calendar to structure more job search time. Use suggested supplementary materials.

This is a good time to let workshop participants take time to look at the materials available. Pass around the materials. Make suggestions for use of special materials for particular needs of students.

Let tutors know that this is the time to have the student take a good look at himself/herself and ask the questions "Why am I not getting a job?" and "What can I do about it?" Honest discussion of this question may help the student break down some barriers to his/her employment.

Session 9: Now That I've Got It, How Do I Keep It?

Let tutors know that this is an extremely important issue. If this is not addressed then you and your student may be starting over again the following week. Encourage tutor to meet with student after some time on the job. The tutors manual contains many lists in many different forms. They provide the opportunity to raise many issues. Encourage the tutor to be flexible enough to help student with employment issues or refer that student for help from an appropriate agency.

Have tutors celebrate success and encourage students to keep in touch. Also encourage student to take the time to work on educational needs now that employment needs are not interfering.

Special Presentation

After discussion of the use of the 9 sessions of the Job Search

CE 046-284

Workbook a speaker was available to address the following issues. "How to Answer the Tough Ones." and "Where can I Go For Help"?

The presentation included discussion of the best way to handle problems such as: how to explain long periods of unemployment, how to deal with job-hopping or many jobs for short periods of time, how to handle questions about being fired or quitting previous jobs, how to deal with recommendations, how to get good recommendations, how to explain time in jail or hospital. Questions and problems were brought up by workshop participants and these and other issues were discussed.

Tutors were also told that they need to recognize that in spite of their best efforts they may not be able to help the student get a job. They were encouraged to refer students for any help available to them from human service agencies and in particular employment and training agencies. Tutors were given a list of agencies and contact people that could be of service. The speaker explained the services offered and the eligibility requirements of each agency.

Because services differ from county to county and state to state it was necessary to prepare these lists separately for each workshop. Appendices 8 and 9 are the lists that were given for Centre and Clearfield Counties. A similar list will need to be prepared by the workshop presenter or special speaker.

Conclusion

An open question and answer period followed and the workshop was concluded.

Tutors were asked to fill out an evaluation of the workshop and turn it in before leaving. (See page 50 of the Job Search Workbook -

Tutor Manual.) Evaluation results were used to modify the workshop for future presentations.

G. FOLLOW UP AND SUPPORT

Tutors were matched with students (most were already working with a student or two in need of a job). They were encouraged to try the materials and ask for assistance when necessary. Tutors were contacted by phone to see if there were any problems or comments.

Introduction of Job Search Workbook materials has become a regular part of the tutor training sessions so that all new tutors are familiar with the availability of these materials. The Literacy Council has extra copies of the material on hand.

Tutors who express an interest in the materials but were not able to attend the workshop were met individually and acquainted with the materials. New tutors who were interested were also trained in individual meetings. Individual meetings were also scheduled for any tutor who felt a need for more information or help in dealing with the materials.

Another large group meeting had been planned, but was not held. Tutors felt that individual meetings took care of their needs and there was no need to hold another group meeting. Scheduling such a meeting was also a problem.

Other workshop groups may find a large group follow-up meeting to be valuable. This decision should be based on the needs of workshop participants.

APPENDIX 1

PROJECT JOB SEARCH FOR NON-READERS

The Development Center for Adults in conjunction with the Mid-State Literacy Council has been awarded a grant to identify, adapt and develop job search materials for 0-4 level readers. Council tutors who are interested in becoming job search coaches for their students will attend a workshop and be given a job search manual. Support will be available to tutors as they work through the job materials with their students. Mary Spence, Project Director, and Andy Commaker, Project Facilitator, want to find out what job search topics tutors and students would be interested in. It would help us if you would fill out the survey below, and also ask your students to indicate to you in what he or she is interested.

JOB SEARCH INTEREST SURVEY

Please indicate what topics you think should be included in this Project and in what order of importance. Please number 1-10 your choices, 1 being the most important. If you or your students have any additional suggestions, put them under Other. Please fill out and return to M.S.L.C. office as soon as possible or bring it to the Annual Meeting on September 25th.

	Tutor	Student
Skills Inventory		
Needs and Values		
Interests and Aptitudes		
Hidden Job Market		
Identifying Job Leads		
Decision Making		
Job Applications		
Resumes		

	Tutor	Student
Stress Management		
Assertiveness		
Job Interview		
Body Language		
Telephone Skills		
Personal Appearance		
Other		

Are you interested in being trained in this job search program? YES_____
No_____ Uncertain_____

My student could use this program Yes_____ No_____

Tutor's Name_____

APPENDIX 2

JOB SEARCH FOR NON-READERS

The Central Intermediate Unit 10 Development Center for Adults and the Mid-State Literacy Council will conduct workshops' designed to train volunteer tutors to assist non-readers seeking employment. Two workshops will be held. On March 2 there will be a workshop in Centre County at the Mid-State Literacy Council Office. On March 9 the Clearfield County workshop will be held at West Side Methodist Church. The Development Center and the Literacy Council have worked together in the past in helping adults to improve reading skill. Non readers or those needing reading improvement have had the option of attending reading classes or meeting with trained tutors for reading instruction. Many adults have taken advantage of both classes and tutors in order to improve their reading ability.

One of the problems often faced by these non-readers is lack of employment and lack of knowledge in the area of job seeking skills. Job search workshops are provided by the Development Center for Adults and the Private Industry Council (the JTPA agency) but people who lack reading and writing skills have difficulty participating in these workshops. Matching these non-readers with trained tutors will allow the job seeker to have individual help throughout the entire job search effort.

Anyone who would like to have more information or volunteer to assist a non-reader seeking employment may call the Mid-State Literacy Council. In Centre County call 238-1809. In Clearfield County call 765-1551. Lunch and a $10.00 stipend will be provided for those volunteers attending the workshops.

APPENDIX 3

Mid-State Literacy Council

Clearfield County Office
650 Leonard Street, Box 792, Clearfield, PA 16830
765-1551 Ext. 33

JOB SEARCH FOR NON-READERS

The Central Intermediate Unit 10 Development Center for Adults and the Mid-State Literacy Council conducted a workshop March 9 at West Side Methodist Church to train volunteer tutors to assist non-readers seeking employment. The Development Center and the Literacy Council have worked together in the past helping adults to improve reading skill. Non readers or those needing improved reading skills, can be assigned to a volunteer reading tutor. Many adults have taken advantage of these services.

One of the problems often faced by these non-readers is lack of employment and lack of knowledge in the area of job seeking skills. Matching these non-readers with trained tutors will allow the job seeker to have individual help throughout the entire job search effort.

Anyone who would like to have more information or volunteer to assist a non-reader seeking employment may call the Mid-State Literacy Council at 765-1551.

APPENDIX 4

3-12-85 Progress Clfd.

THE PROGRESS, Clearf

READING SPECIALIST *Mary Catherine Spence of the Mid-State Literacy Council's Development Center for Adults, standing, conducted a training session recently at West Side United Methodist Church, Clearfield. The session was held to train volunteer tutors to assist non- readers seeking employment. Persons wishing more information on the council's programs or who would like to volunteer may call the council at 765-1551.*

APPENDIX 5

THE GOOD WORD

MID-STATE LITERACY COUNCIL
238-1809 January 1985 765-1551

COMPUTER PURCHASED

Through the generosity of the Rotary Club Radio Day proceeds, our agency purchased an Apple IIe computer and printer to facilitate the operation of the Council and as a tool for tutors to develop programs to use with students.

NEW DIRECTOR

Mid-State Literacy Council would like to introduce you to the new Director, Monica Kindig. Previously, Monica worked as a Career Education Coordinator for the Migrant Child Development Program at Gettysburg, PA; Recruitment Coordinator and career counselor for the High School Equivalency Program from Chevy Chase, MD; Employment and Training Specialist for a PA Department of Labor and Industry program; and Systems Development Specialist at the Women's Center in Bloomsburg, PA.

Since starting at the Council on December 17th, Monica has been busy trying to find her way around the paper work. However, she plans to start visiting teachers and tutors early in February and would appreciate any visits to the office to hear your opinions, put faces to names and just to say hello!

NOTICE TUTORS

Effective January 1, 1985 - deduct $0.12 per mile for travel in volunteer work. This includes tutors' travel to and from tutoring site.

CONGRATULATIONS ROB MOYER

Rob Moyer has been nominated by the State College School District Community Education Program jointly with Mid-State Literacy Council to be named PA ABE student of the year! His life story has been written by him and his M.S.L.C.tutor and submitted to PAACE for consideration of this honor, which would be presented at the annual conference of PAACE in February at Hershey, PA. Congratulations to Rob for receiving this local nomination and best wishes for favorable consideration from PAGCE of becoming one of the top students of the year.

TUTORS
COME JOIN US FOR JOB SEARCH

Centre County MSLC office: March 2 - 9:00 a.m. - 3:30 p.m.

Clearfield County Community Action: March 9 - 9:00 - 3:30

Lunch provided and a $10.00 stipend for tutors attending the workshop.

Job search will train you and provide materials for you to work with an unemployed student seeking a job. You may work with your student or be matched with another student if your student does not need a job now.

For further information or a reservation call: Mid-State Literacy Council 238-1809 or Mary Spence 359-3069. In Clearfield call: Carolyn Grecco at 765-1551.

APPENDIX 6

JOB SEARCH INTEREST SURVEY RESULTS

TUTORS	STUDENTS
Highest Priority	
*Skills Inventory	Job Applications
Interests and Aptitudes	Identifying Job Leads
Assertiveness	
Job Interviews	
Next Highest Priority	
Job Applications	*Skills Inventory
Stress Management	Resume
Body Language	Job Interviews
Personal Appearance	Body Language
	Personal Appearance

Topics not appearing on above lists

- Needs and Values
- Hidden Job Market
- Decision Making
- Telephone Skills

APPENDIX 7

MONTHLY BASIS

EXPENSE WORKSHEET

Current Income:_____ Minimum Wage Job: 40 hrs 1 wk., married, declaring 1 dependent, paid weekly

Gross: $134.00

DEDUCTIONS

	FICA	U. S. WITH.	STATE	LOCAL	U.C.	TOTAL DED.	NET
	$ 9.45	$ 7.00	$ 3.15	$ 1.34	$ .13	$ 21.07	$ 112.93

Current Expenses:

Rent/Mortgage _____

Utilities _____

Telephone _____

Food _____

Clothing _____

Transportation _____

Garbage _____

Grooming _____

(haircuts, etc.) _____

Laundry _____

Leisure _____

Other_____ _____

_____ _____

_____ _____

_____

TOTAL EXPENSES: _____

Total Current Expense: _____

Any additional expenses w/job ? _____

Transportation Increase? _____

Tools/supplies needed? _____

Child care ? _____

Clothing needed? _____

Food? _____

Other?_____ _____

_____ _____

_____ _____

TOTAL ADDITIONAL EXPENSES: _____

TOTAL CURRENT AND ADDITIONAL: _____

MONTHLY INCOME: ($112.93 x 4) $ 451.72

APPENDIX 8

Where you can go for help.....Centre County

Job Service
210 W. Hamilton Ave.
State College, PA 238-4851
Contact person: Marie McGhee

Office of Vocational Rehabilitation
220 moore Building
University Park, PA 238-2721
Contact person: Receptionist/Secretary take information over telephone

Area Agency on Aging (Second Wind)
Willowbank Building (1st floor)
Bellefonte, PA 355-6712
Contact person: Carolyn Freark

Women's Resource Center
111 Sowers Street
State College, PA 234-5222
Contact person: Patty Johnstone

Manpower Temporary Services
1512 12th Ave.
Altoona, PA 16601
Office opening soon in State College

State College Area Schools (Wednesday evening in March)
Adult Basic Education
State College, PA 231-1063
Contact person: Margaret Welliver

Private Industry Council (PICCC)
Centre County Area Vocational-Technical School
Pleasant Gap, PA 359-2793
Contact person: Don Fornwalt

Development Center for Adults
Centre County Area Vocational-Technical School
Pleasant Gap, PA 359-2371
Contact person: Ellen Spinelli

ARC
Association for Retarded Citizens

Pennsylvania State University Personnel
Contact person: Tom Hall

APPENDIX 9

DEVELOPMENT CENTER FOR ADULTS

CENTRE COUNTY VOCATIONAL TECHNICAL SCHOOL
PLEASANT GAP, PENNSYLVANIA 16823
TELEPHONE: Area Code 814-359-3069

WHERE YOU CAN GO FOR HELP.....CLEARFIELD COUTY

Clearfield Job Service Office

209 E. Locust Street

Clearfield, PA 16833

765-2427

Contact person: Cindy Mele

(Job Search workshops, women's groups, JTPA Eligibility)

Office of Vocational Rehabilitation

203 N. Brady Street

Du Bois, PA 1580

371-7340

Contact person: Barry Peoples

Development Center for Adults

Centre County Vo-Tech School

Pleasant Gap, PA 16823

359-2371

Contact person: Ellen Spinelli